

Toronto Prep School



Course Title: **English (ENG4U)**

Teacher's Name: Matthew Kindred

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Grade: 12

Prerequisite: English, Grade 11, University Preparation

Wikispace: tpshome.wikispace.com

Credits: One

Length: 110 hours

Extra help hours: 9:00am -9:55am, Mon-Fri and 4:10pm – 5:00pm

Textbooks:

Shakespeare, William. *Hamlet*

Vonnegut, Kurt, *Slaughter-House Five*

Abcarian and Klotz, eds. *Literature: The Human Experience*.

One independent work of fiction selected by the student from a short list provided by the Teacher

Supplemental Readings provided by the Teacher

Course Description/Rationale

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Overall Curriculum Expectations

ORAL COMMUNICATION

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

WRITING

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Course Content

| Unit | Length |
|---|--------------|
| Unit I – Theory & Short Fiction | 20 hours |
| Unit II – Non - Fiction | 15 hours |
| Unit III – Poetry | 20 hours |
| Unit IV - Drama (<i>Hamlet</i>) | 25 hours |
| Unit V – Novel Study (Slaughterhouse-Five) | 20 hours |
| Unit VI - Independent Novel Study | 10 hours |
| | Total |
| | 110 hours |

Unit 1 – Theory & Short Fiction

Students explore how story is part of their own lives and examine a variety of stories. Students analyze the influence of social, cultural, and economic values and perspectives on text. An introduction to literary theory provides a foundation for study and application of theory in all subsequent units.

Unit 2 – Non Fiction

In this unit, students will examine the stylistic choices of expository authors. They will have the opportunity to read a number of essays, articles, editorials, and speeches, and analyze them for effectiveness, thesis, purpose, and audience. They will also have the opportunity to conceive and create a text of their own.

Unit 3 – Poetry

Students investigate a number of poems from a variety of places and time periods. They consider Browning’s “My Last Duchess” and Eliot’s “Love Song of J. Alfred Prufrock” in conjunction with experimental and non-canonical poetry. The purpose of this unit is to enable students to consolidate their previous training in the study of poetry in order to appreciate substantial texts that have borne the test of history and texts that are inspired by and/or react against these canonical texts. Students will also investigate the development of English-language poetry.

Unit 4 – Shakespeare

In this unit, students explore literary connections through a study of *Othello*. In particular, students focus on the family unit to observe the psychology of different types of familial relationships. The existential, philosophical concepts introduced through the tragic hero are discussed, in addition to the differences between Othello as a tragic hero and those of other Shakespearean plays. An introduction to Aristotle’s criteria for a classical tragedy, an overview of the Elizabethan concept of the four humours and a consideration of literary criticism provide appropriate secondary information to complete students’ understanding of the play.

Unit 5 – Novel Study

Students use *Not Wanted on the Voyage* as the basis for examination of literary forms and issues. They are introduced to features of the 20th century novel and develop an understanding of

complex social issues, such as gender. Literary criticism and historical readings are used provide context for Findley's work. Throughout the unit, students are also provided with appropriate opportunities for improving language skills, such as group discussions and debates.

Unit 6 – Independent Study Unit

Students are required to demonstrate the utmost independence in this unit. The overall goal of this unit is to have students consolidate the skills they have learned in English 12 into a well-argued academic essay on an independent novel from a list provided by their teacher. Students choose from a variety of general essay topics and are required to form their own argument of appropriate scope based on these topics. Students are encouraged to consider the historical, cultural, political and sociological context in which the author wrote, attempting to establish connections between these outside elements and the themes and issues in their selected author's work.

Course-Culminating Task

The course-culminating tasks are the Independent Study Unit and a final written examination, each of which is worth 15% of a student's final grade. The Independent Study Unit involves the completion of a research essay on their independent novel. The examination covers the overall expectations of the entire course.

Final Evaluation

| | |
|-------------|--|
| Term: 70% | When determining overall marks, each achievement chart category will receive equal weight: |
| CCTs: 30% | Knowledge and Understanding: 25% |
| ----- | Application: 25% |
| | Thinking and Inquiry: 25% |
| Total: 100% | Communication: 25% |

Class Expectations

1. Attend all classes and be on time.
2. Come to class prepared. It is your responsibility to always have your textbook, notebook/ laptop, pens, pencil, etc.
3. Always complete your homework. If you require support with completing your homework, you will be placed in the AFTER SCHOOL CLUB and/or SATURDAY CLUB.
4. Proper behavior in the classroom is mandatory. Respect the teachers and your peers.
5. Electronic devices are not permitted in the classroom. Keep them in your locker.

ACADEMIC DUE DATE POLICY

All assignments and projects will have a due date.

The due date is the ***beginning*** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry's policy document "Growing Success". Late projects/assignments will be assessed at a reduction of **5% per day** for the first two days and **10% per day** after that to a maximum of **50%**. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, ***extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date.*** It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the ***maximum of 2 times in each course and for no more than 3 days.*** After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the ***first day*** the student returns.

Parental Communication

Parents will be contacted if the assignment/project is not submitted on the due date.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.